

THE NEED FOR VOCATIONAL-TECHNICAL TRAINING  
IN CARROLL COUNTY, GEORGIA

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## Foreword

This is the first locally financed report in the series which has come out of the extensive research and technical assistance program the Division is carrying out for Carroll County. It has grown directly out of earlier analyses of the existing complex in Carroll County and the related manpower needs.

Other reports expected to come out of this part of the three-year demonstration project being carried out for the Area Redevelopment Administration will focus on possible manufacturing opportunities related to the Metropolitan Atlanta economy and possible "satellite" or service industries that might be developed in relation to the existing manufacturing complex.

Like the other reports completed to date as part of this project, this one is part of an over-all research and action program designed to expedite the solution of local development problems and the more effective utilization of valuable resources.

Questions and comments are invited.

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## Summary

The lack of adequate vocational and technical training facilities in Carroll County seriously limits the county's potential for economic growth.

An urgent need exists for providing post-high school training for the majority of young people in Carroll County who do not attend college.

Skills must be developed if present and future job demands are to be met and if personal incomes are to be increased.

Business and industry in the area critically need better trained employees to make expansion and growth practicable.

The attraction of new industry to the county would be greatly facilitated if a source were provided for a continuing supply of properly trained workers.

Above all, vocational-technical training facilities are needed in Carroll County to stop the outflow of young people from the county to areas where training and employment opportunities are more promising. In 1950, for example, there were 3,137 young people in the high school age group (15 to 19 years) in Carroll County. Ten years later, when this group had reached prime working age (25 to 29 years), the number had dropped to 2,083 -- a decrease of 1,054 or 34%.

An overwhelming majority of high school seniors in Carroll County -- those most concerned with the availability of local training opportunities -- are interested in the possibility of an area vocational-technical school in Carroll County.

Ninety-five per cent of 353 seniors surveyed indicated that they felt that an area vocational school in Carroll County would be desirable.

More than half of the seniors reported that they would attend a local vocational school if it were available. (Approximately three-fourths of the seniors already had made plans for further education or training, including 71 who planned to leave Carroll County to attend some type of vocational or technical school.)

An expanded vocational and technical training program for Carroll County is strongly supported by many manufacturers in the county, including several who feel that the shortage of trained workers is so serious that it presents a major obstacle to future growth.

Twenty-one manufacturers, representing 40% of the manufacturing employees in the county, expressed a definite need for and interest in an area vocational-technical school.



No general opposition to a training school was expressed, although some manufacturers indicated that outside training was not critical in their particular operations.

The most logical approach to the development of adequate vocational and technical training facilities in Carroll County is through the State Department of Education's area vocational-technical school program.

Since education and training are such vital parts of the philosophy of the present state administration, it appears likely that the area vocational-technical school program will be continued as long as demonstrable needs exist in certain areas of the state.

Carroll County is an ideal location for a vocational-technical school to serve the west Georgia area. No other schools have been approved within a 50-mile radius of the county seat of Carroll County -- roughly the territory which an area school is expected to serve. In addition, Carroll County is better qualified than other counties in the west Georgia group in terms of the population and industry concentration criteria established by the State Department of Education.

One of the first and most critical steps in the development of an area vocational-technical school in Carroll County is the recruitment of a school director.

The value of a well designed program and realistically planned facilities justifies whatever investment is required to secure the best possible director for Carroll County's vocational and technical training efforts.

A director is needed early in the planning stage so that he can become thoroughly familiar with the training needs of the area and the probable response to various types of training programs before final commitments are made on space and equipment requirements.

The development of a successful area vocational-technical school must include an organized program of vocational counseling and guidance within the school itself and in conjunction with the high schools in the area.

The determination of space and equipment needs and the selection of course offerings must be based on a balanced consideration of the interests and aptitudes of prospective students and the present and future needs of business and industry in the area. Only through coincidence will the unguided vocational choices of prospective students come close to matching the employment opportunities that exist or are likely to exist in the area.

The selection of course offerings for an area vocational-technical school requires close cooperation and careful study by educational and employer groups in Carroll County and the surrounding area. Some indication of student

interest in and employer needs for certain types of training resulted from the Industrial Development Division's study of manpower resources and manufacturing operations in Carroll County.

Evidence is reasonably conclusive that basic courses in mechanics and mechanical maintenance would appeal to a number of prospective students and unquestionably would be supported by many manufacturers in the area. Commercial courses comprise the other area of training about which there seems to be little doubt relative to interest and need.

Flexibility is the key to a successful vocational-technical school in Carroll County. Starting with structural flexibility in the design of physical facilities, plans for the school should include the establishment of programs and courses of study which are sufficiently varied to have wide appeal and sufficiently flexible to be readily adaptable to changing conditions.

To assure the greatest possible appeal, day programs should be provided for high school students as well as for full-time young people and adults, and a full evening program should be provided for employed individuals.

While a basic core of two-year courses is probably desirable for an area school, those responsible for the curriculum should recognize that some short, concentrated courses may be required to serve the needs of many students as well as employers.

## INTRODUCTION

A year of intensive study of all aspects of the Carroll County economy has pinpointed one deficiency which stands out in sharp contrast with the many promising potentials for the economic growth of Carroll County -- the lack of adequate vocational and technical training facilities in the county. This deficiency not only deprives the youth of the area of the opportunity for upgrading skills and increasing incomes, but also hinders the expansion of existing business and industry and the attraction of new payrolls to the area.

The need for a comprehensive program of vocational and technical training in Carroll County has long been recognized by industrial, business, educational, and civic leaders in the community. Much constructive action has been taken. A vocational school of practical nursing has been organized, and a limited evening program of business and industrial training is being offered. Committees have been appointed and training needs have been studied. The fact remains, however, that Carroll County still does not have the broad vocational and technical training program which is critically needed and which the community is capable of supporting.

Recent developments have brought an area vocational-technical school for Carroll County closer to reality. A special committee, composed of officials of the city and county governments and school systems, provides the representative leadership which a county-wide project of this type requires. Steps have been taken to resolve the jurisdictional problems created by the presence of two school systems within the county. Other obstacles remain, but none appear to be insurmountable if the coordinated support of the community can be assured.

Progress to date has been based on a widespread but somewhat undefined recognition of the need for expanded vocational and technical training facilities in Carroll County. This report focuses on specific expressions of need and interest growing out of studies made as part of the over-all Carroll County development project, sponsored by the Area Redevelopment Administration. Surveys of Carroll County manufacturers and high school seniors -- two groups most vitally concerned with training opportunities -- provided much of the supporting data for the conclusions regarding basic training needs and particular course

offerings. Other conclusions are based on evaluative interpretations of information provided in personal interviews with the Chairman of the Educational Training Committee of the Carrollton Chamber of Commerce, the chairman of the special county-wide vocational-technical school committee, other educational and civic leaders in Carroll County, representatives of the State Department of Education, and directors of vocational-technical schools in other areas of the state.

In addition to establishing the need for vocational and technical training in Carroll County, this report examines several significant aspects of the approach to establishing adequate training facilities in the county. No attempt is made to outline a step-by-step planning procedure, since local leaders are familiar with the basic action required, and specific details on establishing an area vocational-technical school are readily available from the State Department of Education. Instead, emphasis is placed on those phases of the planning process that can benefit most from the experience of other communities and from the information available on the needs and reactions of local employers and prospective students. The purpose of this section of the report is to provide guidelines which should be helpful in planning an optimum program of vocational and technical training for Carroll County.

## THE NEED FOR VOCATIONAL-TECHNICAL TRAINING IN CARROLL COUNTY

### Retention of Young People

The need for vocational-technical training in Carroll County is directly related to several broader educational and economic needs of the community. An urgent need exists for providing post-high school training for the majority of young people in Carroll County who do not attend college. Skills must be developed if present and future job demands are to be met and if personal incomes are to be increased. Business and industry in the area critically need better trained employees to make expansion and growth practicable. The attraction of new industry to the county would be greatly facilitated if a source were provided for a continuing supply of properly trained workers. Above all, vocational-technical training facilities are needed in Carroll County to stop the outflow of young people from the county to areas where training and employment opportunities are more promising.

Less than 40% of the graduating seniors of the high schools in Carrollton and Carroll County planned to attend college in 1962. If it is assumed that all of these young people actually entered college (only slightly more than a third of those planning to attend college had been accepted in the spring of 1962), there still remained 220 new high school graduates who, with few exceptions, had to choose between two basic career alternatives: (1) to seek immediate employment, or (2) to enter some type of educational or training program below the college level.

Those graduates who sought employment faced a labor market in Carroll County that has been plagued by an abnormally high unemployment rate for many years. With little or no salable skills, most of the graduates were forced either to accept unskilled, low-paying jobs at home or to leave the county in search of better employment opportunities elsewhere.

Those graduates who chose to enter some type of non-academic educational or training program were also faced with a problem. Because of the limited training facilities in Carroll County, many of the graduates had no choice but to leave the area to find suitable opportunities for acquiring or upgrading skills. It is no idle theory to state that those who leave home for training

or employment seldom return when training is completed or employment is available.

The failure of Carroll County to hold its youth through the provision of adequate vocational and technical training facilities is reflected in the census data for the past decade. In 1950, there were 3,137 young people in the high school age group (15 to 19 years) in Carroll County. Ten years later, when this group had reached prime working age (25 to 29 years), the number had dropped to 2,083 -- a decrease of 1,054 or 34%. Partially as a result of this loss in the younger age groups, the median age of the population in Carroll County rose to 27.0 years in 1960 -- higher than in 129, or 82%, of the remaining 158 counties in Georgia.

This out-migration of young people occurred during the decade of greatest industrial progress in Carroll County. Between 1950 and 1960, 27 new industrial firms were established in the county, providing more than 2,000 additional job opportunities. The fact that many of these jobs could not be filled by untrained high school graduates contributed to Carroll County's striking loss of young people.

#### Reaction of High School Seniors

Most young people do not leave Carroll County by choice. This was evident in the responses of 353 Carrollton and Carroll County high school seniors to a survey conducted in the spring of 1962. Survey questions covered future educational and vocational plans, as well as opinions and attitudes concerning the need for additional educational and training opportunities.

As is shown in Table 1, 95% of the respondents felt that an area vocational school in Carroll County would be desirable. This overwhelming endorsement by the young people of the community clearly indicates that interest in a local vocational school is not lacking. That this interest could be translated into action is supported by the fact that 337 of the 353 seniors indicated that they were registered voters or planned to register in the near future.

A more concrete expression of interest was evidenced by the 183 students who reported that they would attend an area vocational school in Carroll County if it were available. (See Table 1.) This number takes on added significance when combined with the finding that at the time of the survey more than

three-fourths of the seniors already had made plans to attend college or some other type of school or to enter military service. It is likely that the number would be considerably higher if a local vocational-technical school were a reality rather than a supposition.

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Table 1  
REACTION OF HIGH SCHOOL SENIORS TO AREA VOCATIONAL-TECHNICAL  
SCHOOL IN CARROLL COUNTY

<u>Survey Question and Response</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Do you feel that it would be desirable to have an area vocational (trade and industrial) school in Carroll County?						
YES. . . . .	161	93	173	96	334	95
NO . . . . .	8	5	3	2	11	3
NO ANSWER. . . . .	4	2	4	2	8	2
If an area vocational school were available now, would you be interested in attending?						
YES. . . . .	100	58	83	46	183	52
NO . . . . .	63	36	80	44	143	40
NO ANSWER. . . . .	10	6	17	10	27	8

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The vocational choices of high school graduates further emphasize the need for vocational-technical training in Carroll County. (See Table 2.) Professional vocations requiring college training were chosen by 108 of the seniors surveyed. Another 85 failed to answer the question on vocational choice or indicated that they were undecided. With the exception of some in the service and miscellaneous categories, vocations chosen by the remaining students were the types that would benefit directly from a broad program of vocational-technical training. Training facilities would also serve many of those students who had not made career decisions or who did not respond to the survey question on vocational choice.

At the time of the survey, 71 high school seniors had made plans to attend some type of vocational or technical school outside of Carroll County. Thirty-three of the graduates planned to attend out-of-county schools specializing in commercial subjects, and 38 had chosen schools which offer training for industrial, service, and trade vocations. A local vocational school

Table 2  
VOCATIONAL CHOICES OF HIGH SCHOOL SENIORS  
IN CARROLLTON AND CARROLL COUNTY

<u>Vocational Choice</u>	<u>Number of Graduates</u>	<u>Per Cent of Total Graduates</u>
Professional occupations	108	30.6
Undecided or no answer	85	24.1
Office occupations	66	18.7
Service occupations	33	9.3
Mechanical, electrical, and construction trades	23	6.5
Miscellaneous (marriage, military, sports, etc.)	20	5.7
Technical occupations	<u>18</u>	<u>5.1</u>
TOTAL	353	100.0

would appeal particularly to these students, since they have demonstrated sufficient interest in further training to make plans to pursue it away from home. More significant is the fact that a vocational-technical school in Carroll County would serve to hold these young people who, at the present, find it necessary to leave the county to find appropriate training facilities.

The survey of high school seniors revealed two critical facts relative to over-all educational and training opportunities in Carroll County: (1) a majority of the students who planned to attend college were interested in entering West Georgia College in Carrollton, and (2) an overwhelming majority of the students who had chosen other types of training were planning by necessity to leave Carroll County. The value of West Georgia College to the community can not be overstated. If, in addition to the college, an area vocational-technical school were established in the community, Carroll County's well balanced program of academic education and vocational training would provide "at home" career development opportunities for most of the young people of the area, regardless of vocational choice.

#### Reaction of Manufacturers

The need for vocational-technical training in Carroll County extends beyond the immediate needs of high school seniors and the paramount requirement



for stopping the outflow of young people from the county. The accelerated growth of business and industry and the attraction of new business and industrial firms to Carroll County are dependent to an appreciable degree upon the availability of trained manpower in the area. The needs of employers, therefore, should be given particular attention in determining the nature of vocational-technical training facilities to be established in Carroll County.

The emphasis in this section is on the needs and reactions of manufacturing employers. This emphasis is not intended in any way to obscure the fact that trade, service, and other non-manufacturing employers would benefit directly from a better trained work force (especially in the fields of commercial, distributive, and administrative training). Basically, however, vocational and technical training is concerned with developing skills which are utilized in manufacturing operations. For this reason, manufacturing employers must support and participate in a public training program if it is to be successful.

In auditing and evaluating the manufacturing operations in Carroll County, personal interviews were conducted with 59 of the 66 active manufacturing employers in the county. Twenty-one of the manufacturers, representing 40% of the manufacturing employees in the county, expressed a definite need for and interest in an area vocational-technical school in Carroll County. (See Table 3.) While no general opposition to a training school was expressed, 25 manufacturers indicated that outside training was not critical in their particular operations. Most of these firms employ unskilled labor, and many are relatively small operations.

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Table 3  
REACTION OF CARROLL COUNTY MANUFACTURERS  
TO AREA VOCATIONAL-TECHNICAL SCHOOL

<u>Response</u>	<u>Number of Firms</u>	<u>Employees Represented</u>
Expressed definite need for and interest in area vocational-technical school in Carroll County	21	2,261
Vocational-technical training not needed because of nature or size of operations	25	1,273
Expressed no opinion or were not interviewed	<u>20</u>	<u>2,120</u>
TOTAL	66	5,654

Several manufacturers felt that the shortage of trained workers in the area was so serious that it presented a major obstacle to future growth. The following direct quotations are typical of those manufacturers who favored most strongly the establishment of additional training facilities in the area:

Vocational and technical training is the greatest need in Carroll County.

Vocational training is needed in this area, and our firm would be willing to furnish some equipment for this purpose.

A vocational school would be helpful not only in upgrading workers but in relieving present expensive on-the-job training requirements.

The shortage of trained secretarial and clerical help is a real problem here. Many of the high school graduates who go to Atlanta for special training do not care to return to Carrollton. Some management training for lower level supervisory personnel would be helpful.

There is a definite need in the area for a vocational training school to train or acquaint workers with those skills involved in becoming electricians, maintenance mechanics, plumbers, and welders.

Required talent is hard to find in the local labor force, and vocational training would be helpful.

Skilled mechanics can make or break a mill of this type. A vocational school is needed to acquaint future mechanics with machine shop and maintenance work.

A vocational school would be useful in training mechanics and office and administrative personnel.

The formal report which resulted from the survey of manufacturers in Carroll County emphasized the seriousness of the need for vocational and technical training in the area. In considering the quantity and quality of the labor supply in Carroll County, the authors of the report summarized their findings with the following conclusions:

An abundant supply of labor is available in Carroll County to fill manufacturing jobs as they become available. All industry representatives agreed that the supply, in terms of number alone, was quite adequate. The problem lies in the fact that it is primarily an untrained and inexperienced labor force, not always possessing the particular skills required to satisfy available jobs. Therefore, quite a bit of difficulty is experienced by industries requiring skilled and experienced workers.

Manufacturers have a high regard for personal worker traits, most agreeing that attitude, dependability, and trainability are quite good. In fact, in the opinion of a representative of one of the county's largest concerns, the greatest asset of the labor force

is its "willingness and eagerness to improve itself." Up to the present, however, workers are not usually given this chance until they have acquired a job and become enrolled in some type of on-the-job training. A situation thus exists where skill and experience are prerequisites for many positions but can only be acquired from training received after employment. . .

Vocational and technical training facilities would afford potential and present workers the opportunity to be trained for particular industry operations, such as sewing and woodworking, as well as for occupations common to many industries, such as machinists and mechanics. Competent clerical and secretarial personnel, presently scarce, could also be prepared under such a program. Equally important would be the training and preparation of supervisors by exposing them to accepted managerial techniques and procedures. Obviously such a program would help both parties concerned, relieving industry of costly on-the-job training and reducing the risks of hiring untrained labor, while better preparing a more productive work force.<sup>1/</sup>

These conclusions led to one of the major recommendations of the report on Carroll County manufacturing operations:

It is recommended that immediate action be taken to expedite the establishment of vocational-technical training facilities in Carroll County. . An area school would provide training and educational opportunities for the youth and adults of the area and would serve the basic training needs of established business and industry. Furthermore, the attraction of new industry to the area would be greatly facilitated if a source were provided for a continuing supply of technically trained workers.<sup>2/</sup>

This special study of the vocational and technical training needs in Carroll County not only concurs fully with this recommendation, but adds to it the urgency for immediate and concerted action to provide the means for stemming the outflow of young people from Carroll County.

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<sup>1/</sup> M. Dale Henson and Robert H. McDonough, Audit and Evaluation of Manufacturing Operations in Carroll County, Georgia, Industrial Development Division, Engineering Experiment Station, Georgia Institute of Technology, February 1963, pp. 24-25.

<sup>2/</sup> Henson and McDonough, p. 7.

## THE APPROACH TO VOCATIONAL-TECHNICAL TRAINING IN CARROLL COUNTY

### Area Vocational-Technical School

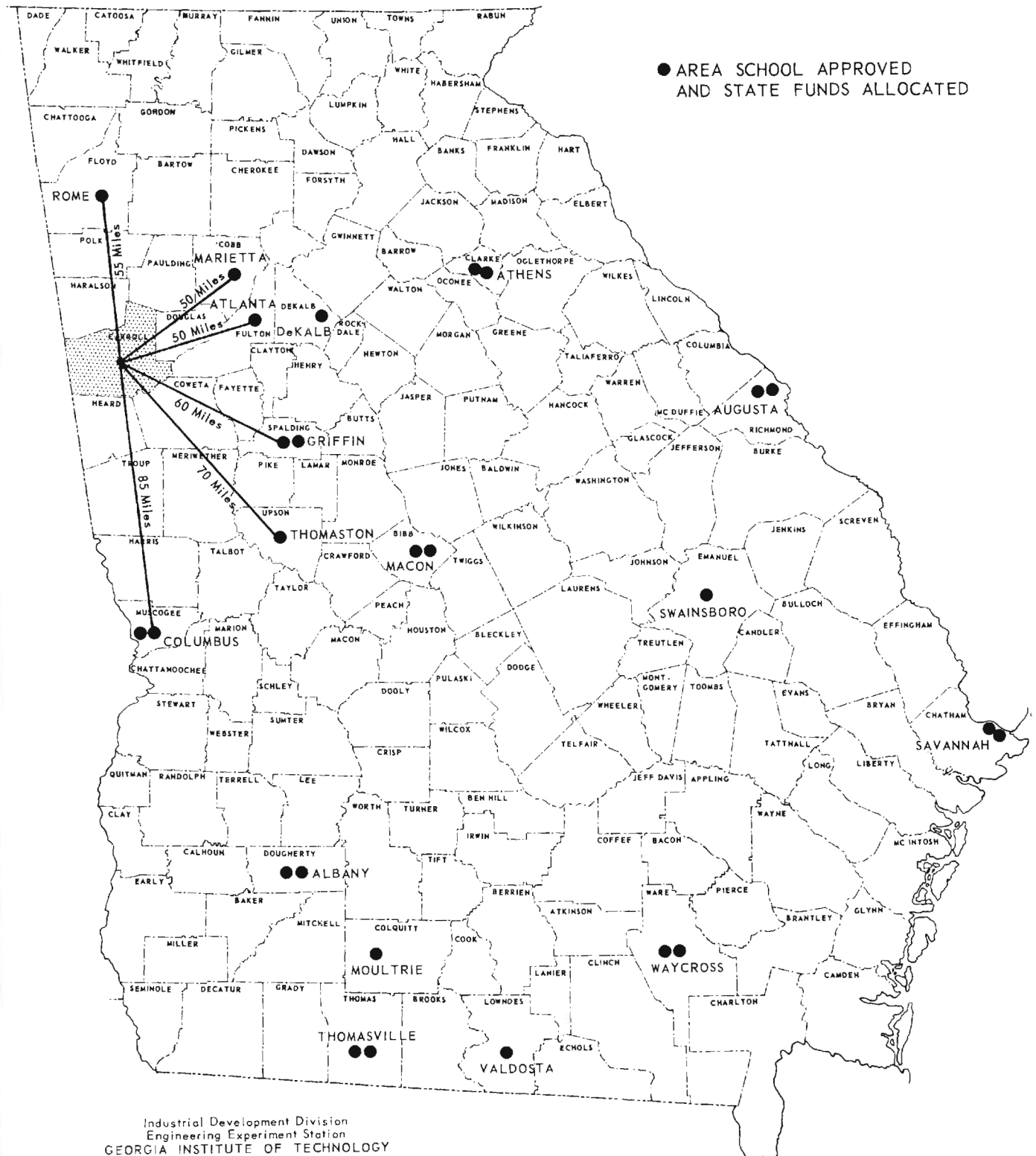
The most logical approach to the development of adequate vocational and technical training facilities in Carroll County is through the State Department of Education's area vocational-technical school program. Under this plan, a network of schools is being developed to serve multi-county areas throughout the state.

With state participation, a maximum program could be established in Carroll County for a minimum investment of local funds. If an area school were approved for the county, state funds would be made available to cover one-half the cost of building and equipping the school, and basic pay for instructors and other personnel of the school would come from state funds. Local participation would include providing a suitable building site, sharing equally in the cost of the building and equipment, and assuming responsibility for building maintenance and operation costs. The cost of consumable supplies -- a relatively minor local expense -- is ordinarily passed on to students in the form of nominal supply fees.

The fact that new capital funds for the area vocational-technical training program are not provided in the State Department of Education's current budget should not discourage local efforts to establish an area school in Carroll County. Governor Carl E. Sanders has expressed a personal interest in the county's desire for vocational-technical training facilities and has encouraged continued preparatory efforts for an area school. Since education and training are such vital parts of the philosophy of the present state administration, it appears likely that the area vocational-technical school program will be continued as long as demonstrable needs exist in certain areas of the state.

Carroll County is an ideal location for a vocational-technical school to serve the west Georgia area. No other area schools have been approved within a 50-mile radius of the county seat of Carroll County -- roughly the territory which an area school is expected to serve. As shown in Map 1, area vocational-technical schools are in operation, are under construction, or have been approved for Rome (55 miles north), Marietta (50 miles northeast), Atlanta (50

MAP 1  
LOCATION OF APPROVED AREA VOCATIONAL-TECHNICAL SCHOOLS  
IN RELATION TO CARROLL COUNTY



miles east), Griffin (60 miles southeast), Thomaston (70 miles southeast), and Columbus (85 miles south). This semicircle of schools around the west Georgia area leaves a void which a vocational-technical school in Carroll County would properly fill.

This consideration of geography underscores the urgency for continued action if Carroll County is to capitalize on its locational advantage in that area of western Georgia which is not now served by vocational-technical training facilities. If, for example, an area school were approved for Newnan (Coweta County) before final action is taken in Carroll County, the chances for an area vocational-technical school in Carroll County would be practically eliminated. This could occur even though Carroll County is better qualified than other counties in the west Georgia group in terms of the population and industry concentration criteria established by the State Department of Education.

#### Vocational-Technical School Director

One of the first and most critical steps in the development of an area vocational-technical school in Carroll County is the recruitment of a school director. The fact that past efforts to locate a vocational training director for Carroll County have been unsuccessful emphasizes the difficulty of this task and, at the same time, underscores the importance of it. Efforts should be redoubled and, if necessary, additional funds should be sought to supplement the salary which could be offered to a qualified director. The value of a well designed program and realistically planned facilities justifies whatever investment is required to secure the best possible director for Carroll County's vocational and technical training efforts.

A director is needed early in the planning stage so that he may become thoroughly familiar with the training needs of the area and the probable response to various types of training programs before final commitments are made on space and equipment requirements. With the advice and assistance of local individuals and committees, he should be responsible for developing a program and planning facilities which are peculiarly suited to the needs of Carroll County and the surrounding area. He should also be responsible for developing and directing interim vocational and technical training programs

which would at least partially satisfy existing needs until an area school could be constructed.

The delay which may be encountered in securing state funds could be advantageous to local planning efforts. Certainly it would be unwise to rush into the construction stage before a director has been hired and has had the opportunity to thoroughly familiarize himself with training interests and needs in the area. As urgently as vocational and technical training facilities are needed in Carroll County, there is no justification for hastily conceived plans which could result in either inadequate or overly optimistic physical facilities or in programs which are not compatible with present and future area needs.

#### The Need for Vocational Counseling and Guidance

The development of a successful area vocational-technical school must include an organized program of vocational counseling and guidance within the school itself and in conjunction with the high schools in the area. Several of the area schools which are already in operation have found that the lack of a planned counseling program has seriously handicapped their initial operations.

Counseling is essential even in the planning stage for a vocational-technical school. The determination of space and equipment needs and the selection of course offerings must be based on a balanced consideration of the interests and aptitudes of prospective students and the present and future needs of business and industry in the area. Only through coincidence will the unguided vocational choices of prospective students come close to matching the employment opportunities that exist or are likely to exist in the area. Unless these can be reasonably well equated through vocational counseling and guidance and through effective curriculum planning, the primary purpose of the school will be defeated from the start. Obviously it is not logical to develop skills which have no prospect of being used in the area.

During the early stages of development, much of the vocational counseling and guidance can be handled by the director of the school as part of his overall planning activities. It would be a mistake, however, to expect the

director to continue to perform this task after the school is in operation. Counseling and guidance are too specialized and too time-consuming to be done on a part-time basis by a person whose major responsibility is for the administration and operation of the school.

Equally important to the success of the school is a sound program of counseling and guidance in the high schools in the area. Those responsible for this important task at the high school level should be thoroughly familiar with the plans and programs of the vocational-technical school as well as with the employment opportunities in the area. They should work closely with the director and counselor at the vocational-technical school and with industry committees and other employer groups in the area.

For a counselor to be most effective, he must understand and appreciate the modern concept of vocational and technical training as an educational process and as a practical approach to economic progress. He must somehow dispel the myth that there is some sort of stigma attached to vocational training. Vocational schools are no longer -- if they ever were -- havens for drop-outs, misfits and those with limited mental capabilities.

At the high school level, the counselor must overcome the sometimes deeply instilled tendency to try to steer all students to college. Without de-emphasizing the importance of college for some, he must recognize that, in fact, a surprisingly small percentage of high school graduates are suited for or able to complete college work. (Nationally, only about 20% of all high school graduates complete college; for Georgia, the percentage is even smaller.)

The counselor must face realistically the fact that a reliable vocational-technical school affords many students the best opportunity for increasing their knowledge, upgrading their skills, and increasing their standard of living.

#### Selection of Course Offerings

Although the final selection of course offerings for an area vocational-technical school may not be made until fairly late in the planning process, the importance of this task demands that continuous attention be given to curriculum considerations from the start of the project.



As noted earlier, the interests and aptitudes of prospective students must be matched with the present and future needs of business and industry in the area in selecting course offerings. This requires close cooperation and careful study by educational and employer groups in Carroll County and the surrounding area.

Some indication of student interest in and employer need for certain types of training resulted from the study of manpower resources and manufacturing operations in Carroll County. The survey of the 1962 graduating classes of Carrollton and Carroll County high schools and interviews with a majority of manufacturers in the county provided preliminary information which should be of value in planning a vocational-technical school curriculum.

Of the 353 high school seniors surveyed, 108 indicated that their vocational choices were in professional fields requiring college training. Eighty-five students failed to answer or were undecided about their vocational choices, and 33 chose vocations which do not require post-high school training. The remaining 127 students planned to pursue vocations which would benefit directly from a broad program of vocational-technical training. As is indicated in Table 4, a majority of these students were interested in office occupations and mechanical and electrical trades.

Another indication of the high school seniors' interest in vocational and technical training courses were the responses to the survey question: What courses would you like for your high school to offer that are not being offered? In addition to a number of academic subjects, 23 courses and subject areas which could be offered in a vocational-technical school were listed by the respondents, with the most popular being advanced typing, shorthand, office practice, commercial courses in general, and mechanics.

Table 5 lists the courses suggested by Carrollton and Carroll County high school seniors which could be included in the curriculum of a vocational-technical school.

Table 4  
 VOCATIONS CHOSEN BY HIGH SCHOOL SENIORS  
 WHICH WOULD BENEFIT FROM VOCATIONAL-TECHNICAL TRAINING

<u>Vocational Choice</u>	<u>Number of Graduates</u>
Office Occupations	(66)
Secretary	48
Office worker	13
Bookkeeper	3
IBM operator	1
PBX operator	1
Mechanical and Electrical Trades	(20)
Mechanic (unspecified)	8
Body and fender repairman	3
Diesel mechanic	3
Airplane mechanic	2
Electrician	2
Automobile mechanic	1
Welder	1
Technical Occupations	(18)
Electronics technician	14
Draftsman	2
X-ray technician	1
Technician (unspecified)	1
Service Occupations	(17)
Beautician	12
Barber	5
Construction Trades	(3)
Carpenter	1
Cement finisher	1
Construction (unspecified)	1
Miscellaneous	(3)
Commercial artist	1
Home economist	1
Seamstress	1

Table 5  
 VOCATIONAL-TECHNICAL COURSES SUGGESTED  
 BY CARROLLTON AND CARROLL COUNTY HIGH SCHOOL SENIORS

<u>Course or Subject Area</u>	<u>No. of Mentions</u>
Commercial Courses	(148)
Advanced typing	52
Shorthand	42
Office practice	20
Commercial courses (unspecified)	19
Bookkeeping	6
Business math	4
Data processing	3
Accounting	1
Office machines	1
Technical and Industrial Arts Courses	(49)
Mechanics	13
Mechanical drawing	9
Industrial arts (unspecified)	8
Electronics	6
Metal shop	4
Welding	3
Electricity	2
Machine shop	2
Carpentry	1
Woodcraft	1
Miscellaneous Courses	(7)
Cosmetology	2
Nursing	2
Photography	2
Home economics	1

Manufacturers in the county were especially emphatic in their expressions of need for a larger supply of well trained maintenance mechanics. This need cut across industry lines but was more evident in the older firms, which must depend on adequate machine maintenance to assure continuous operations. Other types of training needs which were mentioned by more than one manufacturer include machine shop, office, supervisory, carpentry and woodworking, electricity, plumbing, and welding. A complete list of training needs specified by Carroll County manufacturers is given in Table 6.

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Table 6  
TYPES OF TRAINING NEEDS SPECIFIED  
BY CARROLL COUNTY MANUFACTURERS

<u>Training Need</u>	<u>No. of Mentions</u>
Maintenance mechanics	11
Machinist	4
Office, clerical and secretarial	4
Supervisory training	4
Carpentry and woodworking	2
Electricity	2
Plumbing	2
Welding	2
Agriculture	1
Annealing	1
Blueprint reading	1
Communications	1
Cord operations	1
Extruding	1
Linotype operation	1
Metalworking	1
Printing	1
Sewing machine operation	1
Shop procedures	1

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While this information on the interests of students and the needs of manufacturers is not sufficiently comprehensive to provide the sole basis for the selection of courses, it does point up two areas of training which appear to be essential to a well rounded vocational-technical curriculum for an area school in Carroll County. Evidence is reasonably conclusive that basic courses in mechanics and mechanical maintenance would appeal to a number of

prospective students and unquestionably would be supported by many manufacturers in the area. Commercial courses comprise the other area of training about which there seems to be little doubt relative to interest and need. Training in typing, shorthand, and related office practices would prepare students to fill the numerous openings that apparently exist in the offices of manufacturing firms as well as other types of business and commercial establishments.

### The Importance of Flexibility

Flexibility is the key to a successful vocational-technical school in Carroll County. Starting with structural flexibility in the design of physical facilities, plans for the school should include the establishment of programs and courses of study which are sufficiently varied to have wide appeal and sufficiently flexible to be readily adaptable to changing conditions.

The State Department of Education's planning guide for area vocational-technical schools stresses the need for structural flexibility. Even with comprehensive advanced study it is not possible to anticipate the exact number, types, and sizes of classrooms and shop areas required. It is essential, therefore, that maximum flexibility be the criterion in planning such structural features as the design of partition walls, the placement of window and door openings, the engineering of heating and lighting outlets and controls, and the provision of reserve space for expansion and special purpose use.

Perhaps the most critical need for variety and flexibility is in the types of programs to be offered in the area school. To assure the greatest possible appeal, programs should be provided for high school students as well as for employed and unemployed young people and adults. A day school program offering high school credit courses should be developed to supplement the present meager program of vocational and technical training in the city and county high schools, and a more comprehensive day program should be established for full-time young people and adults. To meet the needs of employed individuals, a full evening program will be required, as well as co-op and other special programs as circumstances warrant.

Closely related to the need for program flexibility is the requirement that the types and lengths of courses be adaptable to existing and changing

conditions. While a basic core of two-year courses is probably desirable for an area school, those responsible for the curriculum should recognize that some short, concentrated courses may be required to serve the needs of many students as well as employers. Examples of special short courses which may be applicable locally are vestibule training classes for individual firms and industrial orientation courses to prepare prospective employees for company training programs.

The practice of some area vocational-technical schools to adhere rigidly to two-year course offerings is apparently patterned after the junior college or general technical school concept. Since an area school is primarily directed toward local needs, this approach lacks the degree of flexibility required to be fully practical. Some students cannot afford the investment of time required to complete a two-year program, and the training needs of many employers can be satisfied through shorter, more concentrated courses. Obviously, training standards should not be sacrificed for the sake of expediency; on the other hand, vocational-technical training should be a practical process rather than an academic exercise.

The investment in an area vocational-technical school in Carroll County will be returned many times in the form of individual development and economic growth of the area. This return will be increased in proportion to the degree that the program is responsive to the needs of prospective students and employers and the extent to which complete and efficient use is made of physical facilities. Maximum returns are possible only through careful planning of a broad and flexible program which is specifically tailored to the present and future needs of Carroll County and the surrounding area.